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ABSTRACT

The summer 1993 Southwest Educational Development Laboratory (SEDL) "Networkshop" focused on the need for teacher education programs to prepare future teachers to work with and teach effectively increasingly diverse student populations, and the need to increase the number of minority teachers. A major focus was on how policy and decisionmakers can recruit, prepare, and retain students from different ethnic or language groups in teacher education programs and then as teachers. Keynote speaker Ana Maria Villegas outlined four key areas: demographic trends, preparing teachers for diversity, increasing the pool of minority teachers, and policy considerations. She then explored "Models and Strategies for Improving Recruitment Preparation and Credentialing." As part of a panel of teacher education students, teachers, and education decisionmakers on "Restructuring Teacher Education to Prepare Teachers for Diversity," Jacqueline Jordan Irvine outlined 10 essential components for restructuring teacher education for diversity. Another panel presented government and university perspectives in restructuring teacher education, with participants from Oklahoma, New Mexico, and Texas. Finally, a number of strategies in the area of recruitment, preparation, and credentialing to strengthen and enrich opportunities for teaching for diversity are outlined for state policy arenas, colleges of education, and local school districts. A list of Networkshop participants is included. (ND)

SEDL's
Regional Policy
Networkshop

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NETWORK

REGIONAL POLICY ANALYSTS AND ADVISORS

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Teaching for Diversity

"Unity through diversity is the only true and enduring unity."
UN Secretary-General Boutros Boutros-Ghali

Teaching for Diversity was the theme of the summer "Networkshop" for members of SEDL's Regional Policy Analysts' & Advisors' Network. The Network convened in Santa Fe, New Mexico, August 30-31, 1993 to discuss two related policy issues critical for teacher education: (1) the need to prepare a teaching force able to work with and teach effectively a student population that is increasingly diverse; and (2) the need to increase the representation of teachers of color in the teaching force. For the purposes of this Networkshop, diversity was defined as differences in cultural, ethnic, and racial backgrounds of students and teachers.

A key strand of discussion, therefore, was on how policy- and decisionmakers in education can recruit, prepare, and retain students from different ethnic- or language-groups in teacher education programs so that they earn credentials to teach, and then do so.

During this Networkshop, participants from Arkansas, Louisiana, New Mexico, Oklahoma, and Texas heard stimulating opening remarks framing the issues from Dr. Ana Maria Villegas, a research scientist with Educational Testing Service. They also examined the context of the issues from their own state perspectives, heard student and teacher voices from the field in a panel discussion moderated by Dr. Jacqueline Jordan Irvine of Emory University, and considered models and strategies for improving recruitment, preparation, and credentialing of minority and non-minority teachers (including perspectives from universities and legislatures). Finally, they developed a set of implications for policymaking in state work group sessions.

Framing the Issue

To offer participants a contextual framework, keynote speaker Ana Maria Villegas discussed four key areas regarding teaching for diversity: demographic trends, preparing teachers for diversity, increasing the pool of teachers of color, and policy considerations.

The first of these, demographic trends, indicate that despite changes in the student population, teacher populations have changed little. High proportions of white (non-Hispanic), monolingual, middle-class females continue to enter the profession and, conversely, low numbers of minorities enter the profession.

Villegas reported that recent data from the National Center of Educational Statistics reveal that K-12 enrollments in 1986 were 16% African American, 10% Hispanic, and 4% Asian and Native American, for a total of about 30%. This figure represents a 16% increase in such enrollments over ten years.

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Meanwhile, however, fewer than 15% of the teaching force and fewer than 12% of administrators are representative of those populations. This trend is expected in increase in the future, Villegas said. By the turn of the century, "the representation of teachers of color will drop to a low of 8%, while student enrollment will increase to as much as 40%." This divergence among students and teachers has been influenced in part by retirement patterns of teachers and by immigration patterns of the 1980s that brought more people of color to the U.S.

The second key area Villegas touched on, preparing teachers for diversity, requires that teachers have certain knowledge, skills, and predispositions or attitudes. These attitudes include a respect for cultural differences, a belief that *all* students are able to learn, and a sense of professional efficacy, an ability to understand one's own cultural background and to empathize with students.

"Although most educators today talk about cultural differences," she said, "many continue to think of students of color as being culturally deficient, and that translates into low expectations for students of color that in turn results in watered-down curriculum. It's a vicious cycle."

Teachers must be aware of the cultural resources their students bring to class and should use these resources to plan, implement, and evaluate instruction. Selecting materials, determining instruction methods, managing the classroom, and evaluating students are all influenced by cultural understandings and misunderstandings. "I don't mean that teachers need a list of characteristics," Villegas said. "They need processes by which they can become familiar with the varied and changing cultural makeup of the populations they serve."

Meanwhile, several obstacles slow or inhibit teacher education for diversity at the college and university level: (a) generally, teacher educators are, themselves, unprepared for diversity; (b) often they

Putting dreams on hold...

Ever since I can recall, I wanted to be a teacher. When I was a high school freshman, this counselor called me in, and at first I thought I was in trouble. He had my folder. He just looked it over and put it on the desk and said, "You will never be college material." I thought to myself, "I guess I will never be a teacher." And so I put that on hold. To have a dream shattered like that is pretty bad. I was a janitor for 20 years. But a dream is always alive as long as you want it. So I went back to school at 39. I decided that if I ever graduated I would never do that to a kid.

—Primo Torres
Spanish teacher
Las Cruces High School

bring their own biases into the classroom; (c) curricular revision is poorly rewarded and time consuming; (d) support for diversity should exist, and often does not, beyond colleges of teacher education and into the entire university community; (e) there are still few faculty members of color; (f) scholarship in areas related to diversity is often not respected or rewarded appropriately; and finally, (g) faculty often are not encouraged or rewarded for working directly with school districts. In sum, Villegas said, "teacher education is a field that is one of the most poorly regarded in the academy and yet we are charging it with a task that is really a systems challenge."

The third key area, increasing the pool of teachers of color, can be effectively addressed by understanding the reasons for the shortage. Among these, Villegas said, are the generally low status and poor pay associated with teaching; an underrepresentation, as mentioned earlier, of minority faculty and insufficient attention to diversity at the college level; reductions in available federal financial aid for minority students and insufficient recruiting of people of color into teaching; discriminatory or inadequate admissions and testing procedures; and, perhaps most significant, an overall drop in college enrollment among students of color.

Increasing the pool, Villegas reiterated, is not simply a matter of recruitment. Solving this problem requires a comprehensive, systemic approach that begins with the earliest grades and considers the degree to which multicultural content **suffuses** education in every area. "There is a lot of cultural discontinuity between home and school," she said. "Students of color manage a very different culture at home than they do in school. The absence of teachers of color is a major block to students moving forward. It's another vicious cycle. We need these mentors, these role models, these cultural brokers."

Finally, Villegas discussed six areas related to policy considerations. The first of these, examining the state context, suggests that policymakers examine the ethnic/racial composition of the student population; assess how well students of color are doing in graduating, performing on tests, attending school, and being promoted; analyze not only the ethnic/racial composition of the teaching force but also who collects such data and how; discover what efforts are already in place to restructure or revise teacher education; and, ask whether restructuring teacher education is a real priority and whether the state is willing to examine existing policies and practices.

The next policy consideration is whether all prospective teachers are being prepared to teach a culturally different student population. This requires that education decisionmakers analyze the teacher preparation curriculum for the suffusion of information. They also need to learn what weight accreditation programs give to diversity, whether faculty incentives exist for encouraging diversity in the curriculum, and whether the faculty itself represents a diverse spectrum of the population. In addition, Villegas explained, both minority and non-minority faculty should be expected to teach about diversity-related issues.

Increasing the pool of candidates from which teacher education programs can pull is a third policy issue to consider. Two principal questions to be answered are: "How can the graduation rate of students of color be increased?" and "How can the pool of candidates be widened?"

Teaching for Diversity

Six Policy Considerations

Education policy- and decisionmakers should:

1. Examine state context of diversity

2. Analyze context of teacher preparation programs

   - Are issues of diversity integrated throughout teacher education curriculum?
   - What weighting does accreditation process give to diversity?
   - Do faculty receive incentives for encouraging diversity?
   - Is the faculty linguistically, ethnically, or racially diverse?

3. Increase pool of candidates for teacher education

   - Improve high school graduation rates for students of color
   - Widen the pool

4. Recruit and admit students of color into teacher education

   - Offer financial incentives, e.g., tuition waivers, stipends, loans
   - Provide competitive salaries and working conditions in schools
   - Review admissions criteria for attention given to multicultural experiences
   - Consider high quality non-traditional entry programs

5. Retain candidates in teacher education

   - Create a college community
   - Offer support services through graduation
   - Increase number of minority faculty members or other role models

6. Admit students of color into the teaching profession

   - Review state certification requirements
   - Consider high quality alternative certification programs

With regard to the latter, Villegas noted that recruiting avenues include community college students, from among teacher aides, from other fields, and teacher cadet models.

Recruiting and admitting students of color into teacher education is a fourth policy area Villegas addressed. Inherent in this is the need to provide financial incentives such as stipends, scholarships, loans, and tuition wavers. In addition, states should provide competitive teacher salaries and working conditions, determine whether admissions criteria give attention to multicultural experiences, and look into ways that colleges and universities might use nontraditional procedures or indicators to lure talented students of color.

In addition to recruiting and admitting students, policymakers should consider a fifth policy issue—retention and the entry of candidates into teaching itself. Retaining students requires a commitment to creating an inclusive college community, offering support service through graduation, increasing the number of faculty members of color, and analyzing the curriculum for cultural responsiveness. Finally, assuring students' entry into teaching requires that state policymakers know not only their state's certification requirements, but also the pass rate for candidates of color and whether there are alternative routes to earning teaching certificates.

"Schools have not traditionally done a good job of educating students of color," she concluded. "This pattern must be reversed. It is a moral issue, but beyond that, it is also an issue of economic survival. Our society cannot afford to lose the many resources we are losing by not bringing in individuals of color."✦

Schools have not traditionally done a good job of educating students of color....Our society cannot afford to lose the many resources we are losing by not bringing in individuals of color.

— Ana Maria Villegas
Educational Testing Service

Models and Strategies for Improving Recruitment, Preparation, and Credentialing

During the morning of the Networkshop's second day, participants gathered to hear Ana Maria Villegas discuss particular strategies for recruiting teachers of color. Jacqueline Jordan Irvine offered ideas for restructuring teacher education to prepare teachers for diversity, and a panel of representatives from higher education and state legislatures discussed their perspectives on credentialing.

Recruiting Strategies

Ana Maria Villegas opened her comments with a telling projection: the United States faces a teacher shortage. "A shortage of teachers has been reported in mathematics and science, foreign languages, special education, and bilingual education." Overcoming this problem requires broad-based, well planned strategies for recruiting. Three promising strategies include the **teacher cadet model**, the **community college model**, and the **teaching assistant model**.

The teacher cadet model. This model is based on the principle that future teachers must be identified early—in middle and high school grades—and that these students should be encouraged and prepared not only to succeed in college, but also to be excited about teaching as a career. To do this, teacher cadet programs in colleges of education give middle and high school students information about teaching and provide real-life experiences such as tutoring, taking over a class, visiting teacher education programs, and allowing them to observe good teaching in action.

In addition, students involved in teacher cadet programs receive tutoring to assure their own academic success. They are prepared for taking the SAT, they receive academic counseling to assure they remain on a college preparatory track, and they are given assistance in preparing their college applications. One such project in Atlanta requires that students enroll in an intensive four-week summer program between their junior and senior years in high school. During this time the "cadets" focus on academic preparation, study and test-taking skills, and on actually teaching or tutoring in day care or summer camp settings.

"The teacher cadet model entails long term partnerships between teacher education programs and area schools," Villegas said. "And that can be a challenge—to find schools willing to commit, and within them, teachers and administrators who are supportive."

The community college model. This approach involves cooperative arrangements as well, but between local community colleges and graduate teacher education programs at four-year institutions. This model involves formal agreements in developing academic, social, financial, and support programs for the transfer of students from community to four-year colleges.

In one such project, targeted for Hispanic students, faculty teams from a college in, New Jersey, worked with two area community college faculty teams to review and strengthen their education curriculum. The teams developed courses

congruent with the content and skills areas that student teachers would see on the National Teacher Exam (NTE). The college later developed review sessions for students, including an intensive summer course, and used academic profiles to predict particular subjects and skills with which students needed help.

"Many institutions have student academic support services," Villegas said, but the difference in this New Jersey college project was that its support was prescriptive, allowing faculty to zero in on individual problems. Furthermore, she added, "students were required to take action once their needs were identified."

"The pool from which to recruit teachers for the year 2000 is right in front of us and we don't see it. Church school teachers, parents, people who work in cafeterias, paraprofessionals, people who are looking for a change in career. We need to think about different models.

—Jacqueline Jordan Irvine, Emory University

In other such collaborative efforts between two- and four-year colleges, challenges include providing support for the student's transition from one to the other. In some cases, students are placed together into a cohort of peers who are experiencing the same transition. In addition, financial aid is almost certainly a factor for students coming out of community colleges, as is class scheduling, because a high percentage of them are employed or are adults with families. "Balancing the demands of school, home, and work present major obstacles," Villegas said, "and here's where cohort support plays a major role in overcoming them."

Teaching assistant model. The third model is one in which school districts employ students of nearby teacher preparation programs as teacher assistants. This approach has been particularly successful in California, where as many as 25% of students are of limited English proficiency, primarily Spanish native-speakers. Teaching assistants have mentor teachers in their schools, and get release time from teaching to attend the college classes they need. At the same time, they are treated as professionals, and by the time they graduate from their teacher preparation programs, they are able to start teaching at a salary above the entry level.

A common link among all three strategies, Villegas concluded, is that each provides non-traditional support systems for non-traditional students. "You can't just recruit non-traditional students and put them in traditional programs. That's setting any program up for failure."

Voices from the Field

A panel of teacher education students, teachers, and education decisionmakers discussed their viewpoints and experiences.

Linda Gomez, Education Major
New Mexico Highlands University
Although I enjoyed my job as a grants administrator, it wasn't that rewarding, and at this point in my life, I wanted to work at something that made me feel like I was contributing, that I was being rewarded for inside my heart. So I chose education for that. I started school when I was 41.

Primo Torres, Spanish Teacher
Las Cruces High School
You have to love what you are doing. If you don't love the kids and you don't love to teach, get out, because it is going to hurt a lot of kids.

Jacqueline Jordan Irvine
Division of Education Studies
Emory University
Training teachers for diversity calls for more than a multicultural course. It requires multicultural student bodies. Students learn from each other.

The education of teachers is a responsibility of both arts and science faculty and the education faculty. And the preparation of the next generation will depend on meaningful relationships between them.

Candace Martin, Student
New Mexico Highlands University
We need to begin more conversations about tailoring teacher education programs that leave some degree of flexibility for students who have interest in diversity. It is a big problem when a student who wants to teach in an African American school has no opportunity to take classes in African American history or art.

Mike Quintana, Student
New Mexico State University
We don't get any real hard and fast rules about how to deal with our own biases.

David Witherspoon, Teacher
Albuquerque Public Schools
It's wonderful to be identified as a man who loves to nurture, who has the sensitivity and the openness to express love and respect and patience to the children in the classroom. It is a big step for men to acknowledge fully that we are nurturers. More men will come into the [elementary] classroom when we see ourselves as having those qualities.

Bill Simpson
New Mexico Commission on Higher Education
We need to help our institutions to change what they are doing in order to be more sensitive and more welcoming to the variety of students who are entering their doors. One of those things is to spread our education programs into communities that don't have easy access to higher education: distance learning.

Restructuring Teacher Education to Prepare Teachers for Diversity

Jacqueline Jordan Irvine talked with participants about the need to restructure teacher education programs to prepare teachers for diversity. The day of the typical student being a white, middle-class child from a stable, two-parent home in the suburbs is over, Irvine noted. Teachers are not being adequately prepared for the fact that when they enter the classroom, it will not be filled with Beaver Cleavers.

"Students of color represent the majority of students in all but two of this country's 25 largest school systems," she said. Multicultural courses exist, but the "isolated course is not the answer," she warned. Some research indicates that even teachers who had had some multicultural course work were still unprepared to teach in classrooms where diversity was the rule. Even more disconcerting is the fact that attitudes among preservice teachers toward "minorities" are more negative now than they have been in 60 years. Add to that the fact that the failure rate in training cross-cultural workers in any field (the Peace Corps, for example) is high, and the result is a daunting challenge facing American education.

Studies indicate, Irvine, said, that individuals involved in cross-cultural training experience a "U-curve" phenomenon. "They are initially very excited about going to another country or working with Navajo or Hispanic students," she explained. "But these feelings decrease with increased contact. Unfortunately, a lot of prospective teachers drop out at this point, at the bottom of the U curve, because they are not provided the proper support and additional training required to help their attitudes rise again. This kind of support and training takes time."

Another factor involved in successful cross-cultural training is self-selection. Despite efforts to test potential candidates for psychological and other

10 Essential Components
Restructuring Teacher Education for Diversity

1. Teacher educators use what students already know to teach new concepts, including new cultures.
2. Teacher education curriculum allows student teachers to learn about the histories and cultures of the groups in their schools.
3. Teacher educators recognize that many student teachers are apprehensive about teaching minority students, because their cultures, languages, and behaviors are unfamiliar to the prospective teachers.
4. Teacher preparation program develops the teacher candidate's appreciation of other languages and dialects.
5. Teacher preparation program teaches that all students, regardless of race or ethnic background, have diverse learning styles; teachers need diverse teaching styles.
6. Student teachers learn how to communicate with parents and members of the community at large.
7. Teacher educators model and train prospective teachers to practice "an ethic of caring."
8. Student teaching experiences and internships are conducted only in excellent schools.
9. Teacher educators train prospective teachers to be change agents.
10. Teacher education faculties include people of color.

indicators of suitability, self-selection remains a key indicator of potential success. In addition, students need training in problem identification and problem solving skills rather than in knowing "25 things about Native Americans." Relying on such an approach can encourage rather than discourage stereotyping, and does not take into account individual differences and changes in groups over time.

Irvine then discussed what she considered ten essential components for restructuring teacher education programs to prepare teachers for diversity. The first component is to understand and appreciate what students know and then to use that knowledge to teach new concepts. "It is a process of discovery," Irvine said. "It involves constructing and designing relevant cultural metaphors, and using cultural images to bridge the gap between what students know and what the teacher is trying to teach." For teachers unfamiliar with some cultures, that will require, at a minimum, listening to what students talk about and picking up on what they like and understand.

Next, Irvine listed the need to revise teacher education curriculum to allow teachers the opportunity to learn the history and culture of the groups in their schools. "If we prevent students from taking such classes, then we seriously undermine our ability to teach for diversity."

Third, Irvine advised teacher educators to acknowledge the fact that a large number of students are afraid of minority students and

their style. "When we don't give students the opportunity to admit their fears about teaching these children, we contribute to problems in recruitment and retention." Student teachers have questions about why the students they have contact with dress, talk, walk, and in other ways perform as they do, Irvine said. These questions, left unanswered, turn into apprehension. "We need to acknowledge this if teachers are concerned about it."

Fourth on Irvine's list of components was knowledge of language and dialect. "Obviously, if teachers can't understand children, they can't teach them. So, we need to prepare them to speak the language they will encounter. They should get academic credit for knowing or learning a second language. They need to develop an ear for dialect." In addition, Irvine said, teachers need to be able to communicate with their students so that they can teach them how to speak standard English, because "they need to know it."

Cognition and learning styles were fifth on Irvine's list of components. Assuming that various racial groups have different learning styles is dangerous, Irvine warned, but added that teachers must become aware that not all children flourish under a single teaching style. "The children who are not compatible with their styles get left out," she said, "so we must emphasize the need for teachers to be aware that all children, regardless of their race or ethnicity, have different learning styles. And teachers should have a variety of teaching styles. If a child does not master a skill the first time, try again, but not the same way you taught it the first time."

Understanding how to communicate with parents and the larger community was Irvine's sixth component for restructuring teacher education. Student teachers need community-based field experiences, she said, and so they need to get out into communities during preservice programs. Day care, recreation, and youth centers offer opportunities for student teachers to get to know the community in which they may teach. Furthermore, credit should be given for such experience. "Not all the parents are 30 or 40 years old," Irvine said. "Sometimes we are talking about 21 year old parents or younger. And teachers need to know how to talk to them. Some of these parents, by the way, are negative about school because of their own experiences, so we need to be able to help them know how to help their children succeed in school."

Among the most complex components for restructuring teacher education is training teachers in an ethic of caring, Irvine said. One research effort in California indicated that perhaps the most powerful element in successful teaching in culturally diverse settings is for the teacher to indicate that she or he cares for students as individuals. Providing for this in teacher preparation programs can be complex, but is not impossible. Teachers simply need to have significant experience working with minority children before they enter the classroom, and they need to receive credit for it within their program. This may occur through community-based experiences, summer camps, after school programs, study abroad, or internships.

The student teaching experience is critical in the preparation process, and many students indicate that this experience is the deciding factor in whether to actually teach. Irvine urged participants to consider an eighth component ensuring that the experience occurs in only excellent schools. "Students ought to be ex-

posed to a wide variety of schools over their teacher education program," she said, "but the internship ought to be an excellent school. And the cooperating teachers should be rewarded with stipends and should be regarded as especially vital parts of the faculty." If there are not excellent schools with diverse populations nearby, Irvine said, then serious thought should be given to getting student teachers into schools at a distance.

Ninth, Irvine said teachers need to be trained as change agents. "We need to train teachers to reform, reculture, redesign the schools they work in." Teachers, especially those in their first years, do not last in uncaring, unsupportive schools. "How can we expect teachers to show positive attitudes when they work in school where they do not feel positive about themselves?" she asked. One solution is to help teachers learn how to reform problem schools; by making this a part of teacher preparation, teachers will not be alone or considered mavericks when they speak up about the need for change, but will have a cohort of colleagues with them.

Last on Irvine's list for restructuring teacher education is the necessity for including people of color on faculty of colleges of education. "If schools of education are not able to recruit and retain minority faculty, how will they ever provide diversity for their own students?" And the pool for hiring such faculty already exists, Irvine said—one half of all doctorates earned by African Americans are in education, yet more than 90% of all professors are white.

Credentialing: Perspectives from Three States

The final portion of Tuesday morning's session consisted of a panel discussion among Rep. Don McCorkell, Oklahoma House of Representatives; Sen. Penny Williams, Oklahoma Senate; Dr. Jim Alarid, New Mexico Highlands University; and Dr. Michelle Hewlett-Gomez, Sam Houston State University. The panel was charged with discussing policymaker and university perspectives in restructuring teacher education, with a specific focus on credentialing.

Oklahoma's alternative credential process. Demograhic forces that have changed student populations also have an impact on the labor force. If Beaver Cleavers no longer make up the majority of students in public schools, Ward Cleavers no longer constitute the majority in the workplace. According to Rep. McCorkell, that shift "makes us realize that we are going through a process of significant cultural change that requires significant overhaul in the way we do things." He added that discussions of restructuring teacher preparation programs should not be regarded as criticisms of teachers or of schools and universities. Like parents who raise their children differently from the way their parents raised them, McCorkell said, the teaching profession periodically recognizes the need to do things differently. The current shift in population groups is one factor causing such recognition.

In order to acknowledge and deal with change, McCorkell and Williams worked to pass alternative credentialing legislation in Oklahoma. "There were a lot of people who were not getting into the teaching profession who needed to be, and we needed an alternate route," McCorkell said. "The traditional route was so rigid that even highly qualified people with teaching experience often could not enter the profession without going back to school for a year or more full time."

With alternative credentialing in place, McCorkell and Williams turned their efforts

toward creating the Oklahoma Commission on Teacher Preparation, charged with restructuring and redesigning teacher education in the state. "We are hoping to come up with a system that is dynamic and creates a truly meaningful program involving significant internship experiences with significant undergraduate experience," McCorkell said. If we do not prepare for the significant and imminent shift in the complexion of the workforce, he emphasized, there will be an even more significant imbalance in the ratio of minority teachers to minority students than exists now. But, McCorkell reminded participants, needed change will not occur without communication and cooperation among the business, political and education communities.

Sen. Penny Williams voiced her concern that too many screens keep talented individuals out of teaching. Recalling the WWII poster saying "Uncle Sam Needs You," Williams said that now "you" is changing; it should represent the populations now appearing in classrooms. According to Williams, the legislation she and Rep. McCorkell passed, was designed to stop screens from keeping such individuals out of education. The alternative credentialing system is designed to give perspective teachers credit for work, education, and life experiences. Experiences in other states offer promise to minority teachers. After initiating similar legislation, for example, the state of New Jersey discovered that more minorities came into teaching although that had not been one of the goals of the plan.

Williams described two situations in Oklahoma in which a talented counselor and teacher were prohibited by state law from working in schools where they wanted to work, and where they were expected to be very successful. In the first case, the counselor was certified only through an emergency certificate; in the second case, the teacher was an African American who wanted to teach in an at-risk school but could not because of the number of African American teachers already on the faculty. "I feel very strongly that the best we can do is try to figure out where and what these problems are and devise a stronger rationale for getting the people we really need in places where we really need them," Williams said. "Whatever the rules are, try to cut through them."

Oklahoma is not, however, relaxing standards, Williams emphasized. To the contrary, the legislation she and McCorkell passed is designed to allow into teaching individuals who have more than the minimum qualifications, such as individuals with doctorates, or experienced teachers from private schools, but who lack appropriate education courses.

Alternative assessment in New Mexico. Jim Alarid, New Mexico Highlands University, spoke about the need for alternative assessment strategies to assure that minority candidates enter, remain in schools of education, and are fully prepared to pass the NTE. One possibility Alarid suggested is the implementation of computer-based instruction systems such as *Learning Plus*, which provides accurate student achievement and proficiency profiles. In addition, he advocated the use of tuition assistance to keep talented students in school, and the use of 12-month rather than 9-month teaching contracts.

Bilingual education in Texas. Michelle Hewlett-Gomez spoke to participants about various elements important to the success of the education program at Sam Houston State University at Huntsville, Texas.

Hewlett-Gomez explained that one innovation in place is a bilingual advisory committee, made up of school district administrators, university faculty, and graduate students. The committee reviews statements of intent written by students wishing to be bilingual teachers and recommends only those who appear academically and linguistically qualified. These recommendations have helped the faculty narrow their admission of students to the best qualified and most likely to succeed.

In addition, the college has developed a student mentoring program that involves monthly seminars on teaching by faculty from SHSU and other universities and also provides "buddy" administrators for student teachers. In addition, faculty go out twice a semester to observe student performance and assess student placement. Further, students in financial need are awarded monthly stipends to help keep them in school.

Hewlett-Gomez also recommended flexible course schedules to meet the needs of non-traditional students. With regard to flexible credentialing, she recommended the creation of a one-year graduate program for talented but uncertified potential teachers that would combine the Masters degree with certification. She also recommended giving credit for their education to students who are natives of other countries.

Summary and Conclusion

In two days, SEDL's Policy Networkshop provided an overview of issues related to teaching for diversity. Clearly, the efforts of many people and institutions are needed to weave together the two strands of the concept—(1) the need to prepare a teaching force able to work with and teach an increasingly diverse student population; and (2) the need to increase the representation of teachers of color in the teaching force.

In state policy arenas, colleges of education, and local school districts the following strategies are being tried to strengthen and enrich opportunities for teaching for diversity:

Recruitment

- Improvement of general working conditions and physical environment of schools
- Identification of students in high school or middle school who might be interested in teaching, and nurture that interest through Teacher Cadet Programs, Future Teachers of America, Recruiting New Teachers, Inc.
- Magnet schools with programs for students interested in the teaching profession
- Guidance and assistance for high school students of color who apply for college admission
- Recruiting strategies that seek out teachers of color, other staff, paraprofessionals, or volunteers in non-traditional places such as community networks, social organizations, armed forces, service groups
- Financial assistance, scholarships and loan forgiveness programs for qualified minority education students who teach
- Networks of employment in which a local school district guarantees placement of teacher education students from teacher preparation, through student teaching or internship into a first teaching job

Preparation

- "Cohort groups" that create a community for and among ethnic minority students; provision of academic guidance, social or emotional support, help in preparing for certification tests

Selected Contacts

Teacher Education and Licensure

American Association of Colleges for Teacher Education
AACTE/ERIC Clearinghouse on Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, DC 20036
(202)293-2450

Association of Teacher Educators
1900 Association Drive
Reston, VA 22091-1502
(703)620-3110; (703)620-9530 (fax)

Holmes Group
Michigan State University
College of Education
(517)353-9337

National Association of State Directors of Teacher Education and Certification (NASDTEC)
P.O. Box 2431
Sacramento CA 95812
916/969-3560

National Center for Research on Teacher Learning
Michigan State University
College of Education
116 Erickson Hall
East Lansing, MI 48824-1034
(517)355-9302

National Council for Accreditation of Teacher Education (NCATE)
2010 Massachusetts Avenue, N.W.
Suite 200
Washington, DC 20036-1023
(202)466-7496; (202)296-6620 (fax)

Professional Development

National Board for Professional Teaching Standards
1320 18th Street, N.W.
Suite 401
Washington, DC 20036
(202)463-3980; (202)463-3006 (fax)

National Center for Restructuring Education, Schools, and Teaching
Teachers College
Columbia University
New York, New York 10027
(212)678-3432

National Council of States on Inservice Education
402 Huntington Hall
Syracuse University
Syracuse, NY 13244-2340
(315)443-4167; (315)443-5732 (fax)

Teacher Diversity

National Center on Cultural Diversity and Second Language Learning
University of California, Santa Cruz
Kerr Hall
Santa Cruz, CA 95064
(408)459-3500

Resource Center on Educational Equity
Council of Chief State School Officers
379 Hall of the States
400 North Capitol Street, N.W.
Washington, DC 20001-1511
(202)393-8159

Southern Education Foundation, Inc.
135 Auburn Ave., N.E., Second Floor
Atlanta, GA 30303
(404)523-0001

State Higher Education Executive Officers (SHEEO)
707 17th Street, Suite 2700
Denver, CO 80202-3427
(303)299-3685

- Partnership agreements among two- and four-year institutions and among local communities and school districts to support internships, student teaching, or service projects in local schools and communities
- Articulation agreements between two- and four-year institutions for transfer of course credits and field experiences
- Collaborative efforts among historically black institutions and large research universities
- Courses and activities in which students examine their own attitudes toward other ethnic groups
- Teacher education curriculum that gives considerable attention to the findings of sociocultural research about relationships among language, culture, and learning
- Liberal arts curriculum suffused with issues of diversity
- Student teachers take field experiences in minority schools and communities

Credentialing

- Ongoing review and revision of state teacher certification tests to check cultural bias
- Teacher assessment systems take a long-term perspective, use multiple indicators, and are based on appropriate levels of skill at stages in a teacher's career
- Consideration and/or development of a differentiated licensing/credentialing "tiers"
- Ongoing review of alternative certification programs to maintain high standards and high levels of support for participating students.✦

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Network *is a regular publication for SEDL's Regional Policy Analysts' & Advisors' Network, which includes executive and legislative analysts and key state education decisionmakers. The purpose of this publication from SEDL's State Policy Planning Service (SPPS) is to report on regional Networkshop meetings and to help Network members stay in touch between Networkshop meetings. Each issue features highlights of Networkshop meetings, findings from relevant research studies or promising practices, comparative information among states, or contact persons in state or national organizations.*

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